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ABSTRACT

This paper evaluates two experimental social studies courses, Mass Communication (Grade 9) and Man and his Environment (Grade 12); both were judged to have merit. A copy of a questionnaire given to the ninth graders, student responses, and a description of the Media Development Centre at the test school are included. (DLG)

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RESEARCH REPORT

An Evaluation of Two Programmes of the Media Development Centre, Eric Hamber Secondary School, Vancouver, B.C., for the 1970-71 School Year

August, 1971
J. Mulholland, Marilyn J. Reid & Lynne Guinet
Research Report 71-23

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AN EVALUATION OF TWO PROGRAMMES OF THE MEDIA DEVELOPMENT CENTRE[1], ERIC HAMBER SECONDARY SCHOOL VANCOUVER, B. C., FOR THE 1970-71 SCHOOL YEAR

INTRODUCTION

During the 1970-71 school year, two courses involving the use and understanding of media were offered at Eric Hamber Secondary School. These were Social Studies courses at the Grades 9 and 12 levels. This report is an attempt to evaluate these media programmes.

I. MASS COMMUNICATION COURSE -- SOCIAL STUDIES 9

A. Description of the Course

"Mass Communication--a major social force" was a course offered to Grade 9 students at Eric Hamber Secondary School in the second semester of the 1970-71 school year.

The course was a study of communication between individuals and groups. Included was an overview of significant changes in communication from early times to the present. A large section of the course was concerned with establishing what the mass media are, how they operate, and how they are controlled. Another broad area was that of persuasion, propaganda, and opinion as distinguished from fact. Critical evaluation of advertising constituted a major part of the study.

Whenever possible, the case method was used, i. e., in dealing with a medium, examples were cited and a comment provided. This was followed by suggestions for simple research, class discussion, group presentations, and in many cases written assignments. Rather than a formal textbook, the resources used were great numbers of newspapers, magazines, books, displays, pamphlets, radio and television shows. Thus the course was largely a study-discussion, seminar type of environment.

The purpose of the course was to draw the attention of young people to the mass media forces that surround them, to give information about mass media operation, and to encourage the students to think critically about mass media--analyzing their techniques, assessing their potency, and scrutinizing their influence. In short, the primary objective was to give the students an increased "awareness" of the media. It was hoped that, by making these critical examinations, the students might become more discriminating in their listening, viewing, and reading. In view of the increasingly large roles mass media play in their daily lives, it was considered important that the students gain a greater understanding of the motives and methods of those attempting to manipulate their buying habits, thoughts, ideas, and philosophies of life.

[1] A description of the media development centre at Eric Hamber Secondary School and comments about it by Mr. J. Mulholland, teacher, are summarized in Appendix A.

B. Participants

Although students were assigned to the Mass Communication course, they were given the option of remaining in it or transferring to the regular Grade 9 social studies course in history. Letters of consent for students to take the non-traditional programme were sent home for parents to sign. The Mass Communication class had 21 students.

C. Evaluation

1. Semantic Variable Instrument

A "Semantic Variable Instrument" was administered to sixteen students in the Mass Communication course as a pre- and post-test. The students completed this to express their reactions to the film "Once Upon a P·ime Time", which was viewed on each occasion. Unfortunately, a wrong post-test was given to the control group so those results were not available for comparison.

The students were to make one choice from several offered for each of nine aspects of the film, namely: colour, content, impressions, movement, sound, camera, textures, composition, and space. A summary of the students' responses can be seen in Appendix B.

While no conclusions can be drawn as there was no control group for comparison, some changes did occur from pre- to post-test. The main direction of change in response to "colour" was from "heavy" and "light" to "warm". The most frequent reaction initially to "content" was that it was "vague", but later the students considered it to be "obvious". These responses are opposites. The kinds of "impressions" noted in the pre-test were varied, while on the post-test 75% of the students said that the film was "effective". There was a tendency for the "movement" to be considered "fluid" at first then "relaxed" later in the year. "Camera" and "sound" were thought to be "inventive" in both administrations. Responses to "textures" were varied in both pre- and post-tests. Initial responses to "composition" tended to be scattered but the most common one was "bizarre" while at the end of the course "subtle", a dissimilar response, was the one most frequently selected. While on the pre-test students made several different choices for "space", on the post-test more than half the students chose "balanced".

Several marked changes were apparent. However, the reader is cautioned that these cannot be attributed with confidence to the Mass Communication course. Perhaps, such changes in the reactions of the students would have occurred without the course. Possibly the students changed their perception as a result of seeing the film twice within a relatively short space of time or from having had the opportunity to discuss it between these viewings. Furthermore, the sample size is too small to permit any generalizing. The association of attitude changes with the Mass Communication course cannot be made

without further study and it is certainly a problem worthy of further investigation.

2. Semantic Differential

A "Semantic Differential" was given to the students in the Mass Communication course and to a control group as a pre- and post-test. Students' attitudes were examined towards three concepts: "newspapers", "television", and "advertising".

The students were instructed to rate each of these three concepts on 21 pairs of bi-polar adjectives using a 7-point scale for each pair. Scores were calculated only for the ten items of the "evaluative" scale.

The significance of difference from pre- to post-test on each of the concepts was tested ("t"-test) for both groups. It was found that the "newspapers" score dropped significantly (at the .05 level) for the experimental and control groups. No other significant differences were noted.

For each student, the change score (the difference from pre- to post-test) was calculated. A "t"-test was performed on the change scores of the experimental and control groups for each of the three concepts. There were no significant differences between the groups on any of the three concepts.

Table I shows the means of changes between pre-test and post-test total scores for both groups on the three concepts.

TABLE I: MEANS OF CHANGES BETWEEN PRE-TEST AND POST-TEST TOTAL SCORES FOR EXPERIMENTAL AND CONTROL GROUPS ON A SEMANTIC DIFFERENTIAL SCALE FOR THE CONCEPTS "NEWSPAPERS", "TELEVISION", AND "ADVERTISING"

	Experimental Group	Control Group	"t" (for between-group differences in changes)
Newspapers	- 4.00*	- 4.27*	0.11 n.s.d.
Television	+ 1.11 n.s.d.	- 2.62 n.s.d.	1.00 n.s.d.
Advertising	+ 1.71 n.s.d.	- 1.30 n.s.d.	0.80 n.s.d.

* change between pre- and post-tests is significant at the .05 level
n.s.d. no significant difference

The only significant finding in the results of the Semantic Differential was that both the experimental and control groups had less positive attitudes towards "newspapers" on the post-test than they had on the pre-test. It would appear that the Mass Communication course has had no significant effect on students' attitudes towards "newspapers", "television", or "advertising" as measured by the Semantic Differential at this time.

3. Student Questionnaire

In June, 1971 a questionnaire was given to the 21 students enrolled in the Mass Communication course. (They were free to make multiple responses to each item or to make no response at all. For this reason, the total number of responses will vary from one item to another.) The results are summarized below:

1. "What did you gain or learn from the course?"

   a) academically

      (i) Understanding of mass media communications --their uses, effects on the public, devices used to deceive people, how to evaluate and be critical of them — 9 (43%)

      (ii) Knowledge of the technical aspects of media -- e.g., cameras, how to make films, television, how a newspaper is made — 8 (38%)

      (iii) Some history — 5 (24%)

   b) personally

      (i) Greater awareness and understanding of surroundings, of life, of people; broader outlook — 7 (33%)

      (ii) Insight into the ways of media--see from different perspectives; how such communication works — 6 (29%)

      (iii) Ability to communicate better — 3 (14%)

      (iv) Greater awareness and understanding of self — 3 (14%)

2. "Were the outcomes of this course for you different in kind from those of other courses you have studied?"

   Yes 18 (86%) No 3 (14%)

   Explain: (Yes)

      (i) More interesting, enjoyable, less boring — 5 (24%)

      (ii) Relevant--about today — 4 (19%)

      (iii) Learned more; will remember what was learned — 4 (19%)

3. "Please list the 'plus-values' (benefits, advantages, strengths, good features) of the Mass Communication course."

(i) More freedom in this course--less distinction between teacher and students; more encouragement of discussion and self-expression	11 (52%)
(ii) Develops awareness and understanding of self, others, society, and outside world	7 (33%)
(iii) Develops insight and understanding of impact of ways of media and communication	6 (29%)
(iv) Enjoyable, fun, interesting	5 (24%)
(v) Provides opportunity for students to do things themselves, e.g., learn how to use equipment, make films	5 (24%)

4. "Please list the 'minus-values' (limitations, disadvantages, weaknesses, poor features) of the Mass Communication course."

(i) Not enough time--can't cover everything or in enough depth	11 (52%)
(ii) Too much time wasted--on boring subjects; what was learned was a waste of time	5 (24%)

5. "Please record any suggestions you want to make for the improvement of the Mass Communication course."

(i) More time for course--too much material for time allotted; cover fewer things more thoroughly	8 (38%)
(ii) More field trips	6 (29%)
(iii) Looser schedule--more flexible to interests of students; based more on students' suggestions and ideas for course work and projects	5 (24%)
(iv) More freedom for students--less of a classroom atmosphere; more open; reduce authority	4 (19%)

There was considerable overlap in the responses to the questions. The most frequently noted comments were to the effect that the students thought they had gained a greater understanding of various aspects of mass media communications ranging from technical matters to their impact on people. They felt that they were able to evaluate media better. Many remarked on their increased awareness of media, society, others, themselves, and their surroundings. The greater freedom in this course appealed to the students--some wanted greater freedom still and an even more flexible schedule. Several students said that they found the Mass Communication course more interesting and enjoyable than other courses. A few commented that they liked the relevance of the course. Most students thought that the outcomes of this course differed from others in a positive way. With regard to negative comments, many students felt that there was not enough time to cover all the material in the course adequately. Some thought there was too much time wasted. Several students were

disappointed that there were not as many field trips as they had anticipated. Generally, though, it would seem that the students considered the Mass Communication course worthwhile.

D. Assessment of the Programme by the Teacher

The teacher of the Mass Communication course offered the following critique of the programme:

> "The course was well-received by the students and the participating teacher, Mr. K. Perhaps the major drawback of this course was that we attempted to cover too much in one semester and as a consequence we were unable to go into depth in several of the areas. Another critical area was equipment. Although we have perhaps more equipment than other schools, it is still not enough to go around. A great deal of frustration was created by equipment not being available to teachers and students because of the heavy demand."

E. Summary

Mass Communication--a major social force was an alternate Grade 9 Social Studies course which focused on communication between individuals and groups. Some topics discussed were the mass media, opinion, propaganda, and advertising. A study-discussion approach was used. It was hoped that the students would gain a greater understanding of the mass media and the methods used to manipulate attitudes, buying habits, ideas, etc.

On two occasions, the students expressed their reactions on a Semantic Variable Instrument to the film "Once Upon a Prime Time". On the post-test, there was greater agreement among the students and their responses indicated a better understanding of the film. As there was no control group, the changes that occurred cannot necessarily be attributed to the course.

A Semantic Differential was administered to measure students' attitudes towards "newspapers", "television", and "advertising". Changes from pre- to post-test were examined. The only significant differences were on the concept "newspapers" for both experimental and control groups; the scores on the post-test were lower (less positive). There were no significant differences between the change scores of the two groups.

The responses to a questionnaire given at the end of the course indicated that students generally thought the course was worthwhile. They said they had gained a greater understanding of various aspects of mass media communications ranging from technical matters to their impact on people. The greater freedom in this course appealed to students and several said the course was more interesting and enjoyable than others. Many students felt there was not enough time to cover all the course material.

The teacher of the Mass Communication course commented that the course was well-received by the students. He thought that they had attempted to cover too much material and indicated that the lack of sufficient equipment was a problem.

Although the results of the Semantic Differential and Semantic Variable Instrument were inconclusive, both the students and the teacher thought that the course had been a worthwhile experience.

II. MAN AND HIS ENVIRONMENT COURSE--GEOGRAPHY 12

A. Description of the Course

"Man and his Environment", the second half of the Geography 12 course, was given at Eric Hamber Secondary School from January to June, 1971.

This half of the course deals with the interrelationships between man and his environment. It focuses on four major aspects of environmental concern:

-- the use of the environment (with an emphasis on the development and management of resources)
-- the conservation and control of the environment
-- the quality of the environment
-- the perception of the environment

Students at Hamber school elected to spend the first month on a condensed version of the regular curriculum (the content needed for the writing of the Government Examination). Following this they went on to new, non-traditional course matter which was related to and dependent upon the earlier course work.

Some of the problems the students considered were: urban spread, transportation, and civic matters. Their attention was also directed to some local issues.

Furthermore, the mode of instruction was different. There was less teaching in the traditional manner and more discussion. Various media were used extensively, e.g., film, television. Simulation games were employed. Individual projects were emphasized.

The primary objective of the course was to increase the students' "awareness" of their community, of themselves, of others, of the media, and of the ways in which communication takes place. They planned to investigate the pervasiveness of mass media. It was hoped that the students would learn how to cope with the deluge of information and misinformation aimed at them.

B. Participants

A total of 59 students were enrolled in two classes for the Man and his Environment course. Approximately three-quarters of these were Grade 12 students, the others were Grade 11 students.

C. Evaluation

1. Geography 12 Government Examination

In June, 1971, the students enrolled in the Man and his Environment course wrote a modified version of the January, 1971, B. C. Department of Education Geography 12 Examination (New, Regular). Unfortunately, plans to have a control group did not materialize.

The mean score of the 41 students who wrote this examination was 52.6%. This must be interpreted cautiously as there was no control group for comparison, there were no norms, the examination was unannounced, and much of the content covered by the examination had been studied by these students in their first term. Although no firm conclusions can be drawn from these results, a mean score of 52.6% would seem rather close to the "Pass-Fail" cut-off point used for B. C. Department of Education Examinations. By these standards it is reasonable to think that a fair proportion of these students might have failed this examination.

2. Questionnaire on MacLean's Article (Environmental Problems)

An article from "MacLean's" magazine (January, 1971) titled "We Can Save Our Cities: We Can Keep Vancouver Livable" was used as the basis for a questionnaire given to the students in the Man and his Environment course. This questionnaire was administered in January and June, 1971 as a pre- and post-test.

The students were instructed to read the article carefully prior to completing the questionnaire which consisted of statements taken from the views of the authors. They were to indicate their opinions regarding these statements on environmental problems by selecting one of the following responses for each of the 26 items:

A. Entirely acceptable
B. Partially acceptable
C. Unacceptable
D. You require more information in order to make a valid decision.

Another category, "E", was added to include those who made no responses.

These questionnaires were completed by 51 students in January and 36 students in June. A summary of their responses appears in Appendix C.

The results were analyzed to see if there was a significant difference between the pre- and post-test responses. There were two significant findings. The proportion of students who made "B" responses (partially acceptable) rose significantly from pre- to post-test (at the .05 level). The proportion of students who made "D" responses (more information required to make a valid decision) dropped significantly from pre- to post-test (at the .05 level).

It could be anticipated that by studying environmental problems, the students might change their attitudes about them. By broadening their knowledge they seemed to have become less dogmatic. Also, they appeared to think that they gained enough information to make more valid decisions than they were able to initially.

As part of the above questionnaire the students were asked to write an essay of not more than 300 words on what they thought should be done to keep their city livable. This was titled "The Vancouver I Want to Live in ...". There was a large assortment of suggestions. The following is a summary of the items mentioned most frequently in these essays.

PRE-TEST (N=51)		POST-TEST (N=36)	
1. Control or eliminate pollution--generally clean up the city	17 (33%)	1. Control or eliminate pollution--generally clean up the city	14 (39%)
2. Rapid transit (various kinds)	13 (25%)	2. Rapid transit (various kinds)	13 (36%)
3. Stiffer control of pollution by industry	9 (18%)	3. Stiffer control of pollution by industry	7 (19%)
4. Ban or limit cars downtown	9 (18%)	4. More parks, keep more areas natural	7 (19%)

It can be seen from the above that the students did not change their minds markedly from pre- to post-test about what they considered to be of the greatest importance in making their city livable.

D. Assessment of the Programme by the Teacher

The teacher of the Man and his Environment course assessed the programme as follows:

> "At the Grade 12 level this year we offered a course to Geography 12 students. Mr. W. was the participating teacher. Essentially the course focused on Man and his Environment as outlined in the geography curriculum. The main difference in this course was that we offered the students a set of media tools to explore the environment. These grade twelve students were given instruction in the operation of television units, movie-cameras, slide dissolve systems, and still photography. The students moved out into the lower mainland and used the equipment to record and present in class their research work on various topics. All the material was to be gathered together and built into a simulation game, called Ecological Crisis. Once again because of time being so short in one semester and the fact that most of these students were writing government exams we were unable to put on the simulation game. However, Mr. W. has the completed presentations and intends to use them in a simulation game in September. Basically, the course was well-received by the students and teacher."

E. Summary

The Geography 12 course, Man and his Environment, given at Hamber School in the second half of the 1970-71 school year, focused on the outlined curriculum for the course but differed in the approach taken. Media equipment was used extensively, and class discussions and individual projects received greater than usual emphasis. More time was spent on specific problems and local issues. The primary objective of the course was to increase the students' awareness of media, others, themselves, and their surroundings.

In June, the students wrote a modified version of a Geography 12 Government Examination. The mean score was equivalent to 52.6%. As there was no control group and the test was unannounced, this result must be interpreted cautiously. Although no firm conclusions can be drawn from these results, this mean seems to the writers, to be rather low.

A questionnaire on environmental problems, based on an article from MacLean's magazine, was given as a pre- and post-test. The findings suggested that by broadening their knowledge the students seemed to have become less dogmatic. Also, they appeared to think that they had gained enough information to make more valid decisions than they were able to initially. In essays on what they considered must be done to make Vancouver livable, written pre- and post, the students' areas of concern changed little. Their primary concerns on both occasions were that pollution generally must be controlled or eliminated, and that rapid transit is necessary.

The teacher of the course found that the time allotment was too short to accomplish all that had been planned but thought that the course was well received.

Although results were inconclusive, the course seemed to the writers to have merit.

APPENDIX A: A DESCRIPTION OF THE MEDIA DEVELOPMENT CENTRE AT ERIC HAMBER SECONDARY SCHOOL AND COMMENTS ABOUT IT BY MR. J. MULHOLLAND, TEACHER, AUGUST, 1971.

The media development centre at Eric Hamber was an experimental project that attempted to probe the area of mass communication as a major social force. The program focused on the student, not on media products; in other words, the media centre attempted to develop in the student an awareness of what is happening to him in an age of electronic mass communication.

Through the use of media tools, we attempted to encourage the student to understand and connect his creative abilities to three major areas;

the individual
the environment
the relationship between these two

In order to create a working environment we planned for freedom. It was understood by all concerned that freedom did not mean license. In this atmosphere of freedom and responsibility it was hoped that the student, by having a role, would set higher and more demanding goals for himself than would be expected in the ordinary classroom. We assumed the philosophy that freedom, creativity, and the individual are interlocked and that there is no right way--but always a better way. Therefore, the centre attempted to establish a learning to learn environment.

The specific objectives of the media centre program were;

1) To learn how communication takes place between individuals and groups--how communication media are controlled and how they operate

2) To investigate the persuasiveness of mass media

3) To examine the social and political influences of the popular culture

4) To learn how to cope successfully with the deluge of information and misinformation pouring forth from the mass media

5) To attempt to understand self, society, and one's role in society.

It would be impossible to describe the full range of activities carried out by the centre over the last two years. We primarily attempted to attract and encourage students, teachers, and projects containing new communication concepts. The following are some of the many activities we were involved in over the last two years.

1) Media courses (grade 8 - 12)

-- courses were in two parts;
   a) philosophy (mass communication as a major social force)

   b) technical (production classes in television, film-making, slide-dissolve systems and still photography)

2) Media programmes for other disciplines at Eric Hamber Secondary School

a) Drama and Television
-- Drama students found the use of television most helpful in seeing how well individuals are able to portray character.

b) Art and Film-making
-- Films studied as an art-form. Students also participated in making their own films.

c) English and Media
-- Mass communication with an emphasis on the language of advertising.

d) Social Studies and Media
-- Course content centered around screen study, mass communications with an emphasis on persuasion and propaganda in the mass media.

e) Counselling and Media
-- Mainly centered around simulation techniques using the portable television unit--great deal of concentration on strategies of perception.

f) Science and Media
-- Mainly the use of animated film-making in illustrating abstract concepts--essentially a film-making workshop.

3) Community Projects

- Pacific Education Showplace - students set up at the P. N. E. grounds a communication workshop that was well received by the sponsor, the B. C. T. F.

- Action Center - Eric Hamber media students assisted Killarney students to carry out a survey of their community using media tools.

- Channel 10 Vancouver School Board productions - students from Hamber worked with students from other schools to produce a television series.

4) In-Service Training Sessions
- Several group and individual sessions with Eric Hamber teachers in the use of media.

5) Service Center
- Media center was open at all times to any Eric Hamber student to work on a media production.

6) Resource Center
Many hours were spent in assisting teachers and students from other schools with their media productions.

As an example of the interdisciplinary work carried out by the center one might cite the second semester course of Grade 9 Social Studies on Mass Communication. A brochure outlining the course is available from the media development center at Eric Hamber Secondary School.

In conclusion, it has been my experience over these last two years on the project to learn that there is a real need and interest on the part of teachers and students in the area of media. However, a media programme like any other programme that does not rely solely on textbooks must be funded in a planned way. Finally, I must thank the Audio-Visual Department for their advice and service. Without this department, our small successes would have been impossible.

APPENDIX B: SUMMARY OF RESPONSES TO THE SEMANTIC VARIABLE INSTRUMENT GIVEN AS A PRE- AND POST-TEST TO SIXTEEN STUDENTS IN THE MASS COMMUNICATION COURSE AT HAMBER SECONDARY SCHOOL, SECOND SEMESTER, 1971.

		PRE-TEST (N=16)	POST-TEST (N=16)
COLOR B&W:	hot	1	3
	light	5	1
	warm	1	10
	heavy	8	
	cool	1	2
CONTENT:	vague	9	
	absurd	1	
	succinct	1	5
	obvious		9
	trite		
	fantastic	1	1
	repetitious		
	sensational		
	experimental	4	1
	dull		
IMPRESSIONS:	effective	4	12
	ineffective		
	youthful	2	
	involving	2	2
	obscure	5	
	lyrical		2
	witty		
	linear		
	open-ended	3	
	sophisticated		
	ponderous		
MOVEMENT:	grinding		2
	swift	4	2
	slick	1	
	fluid	8	3
	relaxed	2	9
	no comment	1	
SOUND:	inventive	8	7
	unimaginative	2	4
	competent	2	5
	busy	2	
	complex	2	
CAMERA:	inventive	10	13
	unimaginative	3	
	competent		3
	busy	1	
	complex	2	
TEXTURES:	sharp	2	4
	soft	8	6
	smooth	4	6
	rough	2	
COMPOSITION:	lean		2
	studied	4	2
	bizarre	7	1
	dynamic	2	1
	subtle	3	10
SPACE:	shallow	3	
	expanding	5	4
	contracting	3	
	confined	1	1
	balanced	3	9
	interpretive	1	1
	unresolved		
	no comment		1

APPENDIX C: SUMMARY OF RESPONSES TO A QUESTIONNAIRE ON ENVIRONMENTAL PROBLEMS GIVEN TO THE STUDENTS IN THE MAN AND HIS ENVIRONMENT COURSE AT HAMBER SCHOOL IN JANUARY AND JUNE, 1971.

CODE:

A. Entirely acceptable
B. Partially acceptable
C. Unacceptable
D. You require more information in order to make a valid decision
E. No response marked

RESPONSES ARE GIVEN AS PERCENTAGES		Pre-Test (N=51) %	Post-Test (N=36) %
1. Vancouver is becoming a planless mess.	A	10	22
	B	66	67
	C	14	8
	D	8	3
	E	2	0
2. City people of 1971 won't wait for the politician to change his values. They're too busy. Given the will and the know-how they are saving cities.	A	16	14
	B	47	53
	C	25	22
	D	10	6
	E	2	5
3. People are aware of what they have and what they have to lose--Vancouverites are concerned.	Á	17	17
	B	59	61
	C	16	14
	D	8	8
	E	0	0
4. Our elected representatives are seldom concerned with the quality of life.	A	14	11
	B	35	36
	C	31	45
	D	20	8
	E	0	0
5. Groups like SPOTA and the Gastown merchants can be effective in urban renewal and quality control.	A	57	42
	B	35	44
	C	4	8
	D	2	6
	E	2	0
6. SPEC 's value as a tool of change is being destroyed because it is becoming a politically left organization.	A	6	3
	B	31	19
	C	24	39
	D	37	36
	E	2	3
7. Environmental collapse is really not as bad as the news media report.	A	12	11
	B	21	19
	C	57	56
	D	10	14
	E	0	0
8. Companies that are polluting must clean up or face expropriation.	A	84	72
	B	6	28
	C	4	0
	D	2	0
	E	4	0

		Pre-Test (N=51) %	Post-Test (N=36) %
9. Political leaders, large companies will take action when the public voice is heard.	A	21	28
	B	55	47
	C	18	11
	D	4	14
	E	2	0
10. Alienation between the law and the urban poor is a reality in our city.	A	39	30
	B	39	42
	C	4	14
	D	16	11
	E	2	3
11. There is a gap between the technological city and its citizens... Technology has made tremendous advances and people have become dehumanized because of it.	A	19	17
	B	51	53
	C	12	22
	D	16	5
	E	2	3
12. Vancouver may be eyeball-to-eyeball with environmental catastrophe.	A	39	22
	B	39	53
	C	14	17
	D	8	8
	E	0	0
13. To preserve our present livability in Vancouver we should find some way to limit the population growth.	A	49	58
	B	31	25
	C	16	11
	D	4	0
	E	0	6
14. The various governments should at least stop the "Come to Glorious Vancouver" promotions that attract people. Here, big is bad.	A	35	25
	B	45	50
	C	14	17
	D	6	5
	E	0	3
15. The sensible way to slow down environmental collapse in Vancouver would be induce or force new industries to locate elsewhere, perhaps in now stagnant centers in the B. C. interior.	A	49	36
	B	25	50
	C	10	11
	D	12	0
	E	4	3
16. Some way must be found to give all social, cultural and ethnic groups more influence in running the city.	A	37	25
	B	35	53
	C	10	14
	D	14	5
	E	4	3
17. Vancouver has no regional government and, in consequence, no effective land-use policy.	A	19	14
	B	18	28
	C	12	19
	D	47	39
	E	4	0
18. Without a master plan for land development Vancouver will become a massive rural slum.	A	20	33
	B	43	45
	C	25	19
	D	12	3
	E	0	0

		Pre-Test (N=51) %	Post-Test (N=36) %
19. In terms of pollution, Vancouver geographically suffers more acutely from the climatic and topographic conditions that bedevil Los Angeles.	A	12	3
	B	6	19
	C	35	31
	D	43	42
	E	4	5
20. Vancouver should relinquish her image as a "world port"--the harbour should be returned to park land and the industries relocated.	A	22	14
	B	39	53
	C	27	25
	D	10	8
	E	2	0
21. Vancouver must develop a rapid transit system, not expressways.	A	63	61
	B	21	28
	C	6	3
	D	8	8
	E	2	0
22. Housing developments in Vancouver should be homogenized.	A	24	19
	B	35	28
	C	13	31
	D	24	22
	E	4	0
23. Vancouver cannot be permitted to continue developing as an industry-based city.	A	18	22
	B	49	47
	C	18	22
	D	13	9
	E	2	0
24. The automobile must be removed from our streets.	A	25	28
	B	51	44
	C	18	22
	D	4	6
	E	2	0
25. The present system of financing in Vancouver spells doom for maintaining a life style at least as good as the present one.	A	22	14
	B	27	39
	C	2	5
	D	43	39
	E	6	3
26. People wishing to run for political office, federal, provincial, or civic should be compelled to take specific courses at acknowledged educational centers.	A	43	44
	B	22	31
	C	23	17
	D	10	5
	E	2	3